



## Conversations vs. Meetings

**DIRECTIONS:** For each scenario, note whether the incident should be addressed: 1) within a Data Team meeting; or 2) away from the meeting as a personal conversation; or 3) both. Use the information about Data Team leader facilitation roles on the previous pages to support you in the decisions you make. Include your reasoning for the choices you made.

1. A team member is late for several meetings in a row—there was an emergency that arose each time. The team member fully participates in the meetings, makes contributions, and adds value to the group. However, the late arrivals have been disruptive and interrupted the flow of the meetings.

The incident should be addressed in \_\_\_\_\_ because

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2. A team member occasionally arrives late to the meetings, and each time makes excuses for the late arrival. The excuses are distracting from the purpose of the meetings, causing members to lose focus, and consuming valuable time that should be devoted to the Data Teams process.

The incident should be addressed in \_\_\_\_\_ because

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## Activity

3. A team member often provides incorrect information about learning and instructional strategies. When politely and respectfully questioned in the past, the individual wasn't just defensive, but mean and indifferent—to the point that no one feels comfortable presenting challenges.

The incident should be addressed in \_\_\_\_\_ because  
\_\_\_\_\_  
\_\_\_\_\_

4. A team member rarely submits data on time to the Data Team leader and often suggests the assessments don't represent the actual teaching that is occurring in the classroom.

The incident should be addressed in \_\_\_\_\_ because  
\_\_\_\_\_  
\_\_\_\_\_

5. A team member who consistently submits data on the deadline has come to the last two meetings without data and now questions the validity of the assessments (since they were created by teachers—but without input from others).

The incident should be addressed in \_\_\_\_\_ because  
\_\_\_\_\_  
\_\_\_\_\_

6. A new teacher has often criticized some of the new professional development regarding instructional strategies, stating that implementing them consumes too much valuable instructional time.

The incident should be addressed in \_\_\_\_\_ because  
\_\_\_\_\_  
\_\_\_\_\_



## Activity

7. A veteran team member openly admits that with just two years to go there is no point in learning this new “process” or administering the common formative assessment the team has created and agreed to use.

The incident should be addressed in \_\_\_\_\_ because

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8. A team member openly refuses to administer the assessment in its entirety and often refuses to administer it at all.

The incident should be addressed in \_\_\_\_\_ because

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9. A team member is consistently unable to produce data from common formative assessments by the deadline, stating that more time is needed to teach the material so all students can reach “proficient” status. However, the time allotted to teach the concepts is not an obstacle for the other team members. Contributions from this team member are always strong, but because of this team member’s lack of adherence to the timelines, the Data Teams process is compromised, as not all of the steps of the process can be implemented.

The incident should be addressed in \_\_\_\_\_ because

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